**K-5 Math Lesson Plan**

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| **Teacher:**  **Monica Ryan**  **Sedalia Elementary** | | | **Grade:**  **2** | | | **Date(s)**:  **Day 1 of Task 4** |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Fill in the chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead * Base-ten Blocks * Chart Paper * Index Cards * Common Core Clinics Book * Cup with Expanded Form Numbers | | **Student:**   * Pencil * Math Journal * Base-ten Blocks * Worksheets | | | Place Value  Hundreds  Tens  Ones  Skip Counting  Counting On | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  X | **Common Core State Standards:**  **2.NBT.1:** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3:** *Read and write numbers to 1,000, using bade-ten numerals, number names, and expanded form.*  **2.NBT.4:** *Compare two three-digit numbers based on meanings of the hundreds, tens, and one digits, using >,=, and < symbols to record the results of comparisons.*  2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.* | | | | | |
| **I Can Statement(s):**   * + I can read a three digit number.   + I can identify the place that each digit holds.   + I can read two numbers and decide which is larger or smaller.  |  | | --- | |  | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Model for students how to write numbers in different ways. An example would be the number 754, the number name (seven hundred fifty four), picture of base ten blocks, and expanded form (700+50+4). Students will have base ten blocks at their seat. Teacher will give them the number 999. Students will use their base ten blocks to represent this number. Teacher will choose students to come to the board once everyone has modeled the number using base ten blocks to fill in the written number, number word and expanded form. | | | | | |
| **Teacher Directed:**  On the overhead teacher will show the students the number 999 using base ten blocks (which they have on their desk). Teacher will tell students if they add 1 more it will make the number 1,000. Teacher will tell the students that the number 1,000 is the same as 10 hundreds. Using the overhead teacher will show students using flats how to skip-count by 100’s to 1,000. Teacher will then show the students a base ten model and ask students to count the base ten blocks. Students will use their place value charts to count the model and write the number on the chart. The model will be 526. Teacher will write that number (526) on the overhead, students will identify the value of the 2 in 526. Students will use place value to show the 2 is in the tens place (2 tens = 20); the value of 2 is 20. Then teacher will ask what is the value of 5 is in the same number. Again students will use base ten to show 5 is in the hundreds place (5 hundreds = 500); the value of 5 is 500. | | | | | |
| **Guided Practice:**  Students will use their math journal and write 165 at the top. Students will then tell the value of each digit (1 hundred = 100; 6 tens = 60; 5 ones = 5). Students will then write the number name for 165 (one hundred sixty five). Once everyone has had a chance to finish, teacher will call on students to come fill in a chart written on the board. They will tell which number is in the hundreds, tens and one place and their value and the number word. Students will explain how they came up with their answer using base ten blocks to make a picture. Using the same number, students will use the value of each digit (1 hundred = 100; 6 tens = 60; 5 ones = 5) to make an equation (100+60+5 = 165). Teacher and students will repeat the same process using the number 341. | | | | | |
| **Independent Practice:**  Students will write various numbers, number names, and expanded form using base ten block pictures. Students will also tell the place value of a specific highlighted number. Problems 1-7 out of Common Core Clinics pages 25-27. | | | | | |
| **Closing/Summarizing Strategy:**  Teacher will have laminated index cards with a picture, number word, number, and expanded form. Teacher will put students in groups of 4-5. Giving each group chart paper with four columns, labeled at the top number, number word, picture, and expanded form. Students will then have 10 minutes or so to match the index cards and place them on the chart paper. Numbers should be in the hundreds. \*\*Each group will have the same numbers, number words, picture, and expanded form.\*\* | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | * Create your own chart to show findings to the PTA treasurer. * Come up with your own way to show your findings. | | | | |  | | --- | | * Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | | |  | | --- | | * Use a pre-labeled chart to show findings. * Depending on their level of proficiency, you may need to limit the number of items they have to fill in. | |
| **Assessment(s):**  Use students’ journals as another informal assessment for understanding. Students are able to put numbers together using expanded form (cups method – each cup has an expanded form number, students’ have to put the cups together and write the standard form number) up to a thousand. Students will have five problems. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |